

## CHAPTER II

### THEORITICAL REVIEW

#### 2.1 Theoretical Framework

The development of speaking abilities and theories of language acquisition form the foundation of this study's theoretical framework. According to the Input Hypothesis, first put forth by Krashen in 1981, language acquisition happens through intelligible input, or exposure to language that is just a little bit beyond the learner's current level of proficiency. As a result, the Guessing Game "Who Am I" can offer kids a fascinating and engaging setting where they can comprehend input and improve their speaking abilities.

Emphasizes the value of social contact in language learning (Long, 1996). This method argues that to improve fluency and accuracy, language learners must communicate with others and practice their language skills. Interactive activity "Guess Who I Am?" of Guessing Games promotes communication among students as well as the use of new vocabulary and grammatical constructions.

The third hypothesis, called the Zone of Proximal Development, was proposed by Vygotsky in 1978 and outlines the gap between what a learner can achieve on their own and what they can achieve with the assistance of a more experienced person. The Guessing Game "Who Am I" can be used to improved students' speaking abilities by providing them with prompts and suggestions that are just a little bit above their current level of proficiency and challenging them to stretch their abilities.

Last but not least, the Communicative Language Teaching (CLT) method places a strong emphasis on the growth of communicative competence, or the capacity to use language successfully in everyday circumstances (Savignon, 1997). This method views learning a language as a way to communicate rather than merely as a set of rules to be remembered. Students may have the chance to practice speaking in a relevant and real-world setting by playing the guessing game "Who Am I," which might help them improve their communication skills.

The Guessing Game "Who Am I" can be a useful instrument for fostering the development of speaking abilities among students by offering intelligible input, fostering social engagement, scaffolding learning, and fostering communicative competence, according to the study's theoretical framework.(Satria et al., 2021)

### **2.1.1 Theory of Game**

According Andrew, David and Michael that game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Beside that according to Webster dictionary that game is activity engaged in for diversion or amusement. In conclusion, game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game.(Wright et al., 2006)

A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom.

Lewis expresses that games supply a nonthreatening environment for coping with new learning. When the learners are having fun, they are likely to accept risks, make mistakes without having feeling of failure, and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take place. A learner who encounters a new English word, expression, pattern or even reading English text she/he is immersed in a game, is far more motivated to learn it and much more likely to internalize it than a child who receives the new knowledge from her/his teacher before game.

Lewis writes that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning. Through games the students experiment, discover, and interact with their environment. Games add

variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children. It brings the language life.

Games give students chances to use English orally, it means that students can practice and develop their ability to speak in English. Games provide fun and relax activity while remaining very much within the framework of language learning. It is expected that shy or slow learners can be active participants to show their ability and find their confidence in communicating in the foreign language. Among many techniques of guessing in teaching speaking, guessing games can be applied in the teaching of speaking.

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students. (Satria & Herumurti, 2021)

#### **2.1.1.1 The Types of Game**

In order to create a class with a rhythmic balance, it is critical to understand the sorts of games that are available. Four primary game types are explained by Brewster and Ellis. These include cooperative games, competitive games, fluency-focused games, and accuracy-focused games (language control).

Individually rehearsing new language items and honing accuracy are the main goals of accuracy-focused games, which frequently use language chunks that are memorized through repeated use and offer beneficial pronunciation, vocabulary, and grammar exercise. The goal of these games is to score more points than your opponents, and the "winner" is frequently obvious.

Fluency-focused games often emphasize social interaction and fluency development. The "communicative" strategy includes these games as a key

component. Instead of just rehearsing language items, collaboration is achieved by attempting to create a situation where the students concentrate on completing a task together while of course employing key language. There are 2 general types of game :

1. Competitive games

Competitive games are arranged in teams, groups, pairs, or solo. Only the person who completes an action first or scores the most points is the winner. "A competitive game is a game where the players or teams compete to be the first to attain the goal, for instances bingo game and matching game," says Hadfield in support of the claims.

2. Cooperative games

By attempting to establish an environment where the students are focused on working together to complete a task, cooperative games are conducted. Collaboration games, such as guessing games and puzzle-solving games, allow individuals or teams to work together toward a common objective. (Plass et al., 2013)

#### **2.1.1.2 Guessing Game “Who am I”**

A game is a structured activity designed to engage learners in an interactive and entertaining manner within the context of learning. Games are frequently used to motivate students, improve their skills, and facilitate their education by providing an enjoyable and engaging learning environment.

Traditional board games and card games, as well as digital games and simulations, can be used for educational purposes. They may be structured to teach particular skills or knowledge, or they may be more open-ended and emphasize problem-solving, critical thinking, and collaboration.

Typically, games in learning include rules, challenges, objectives, and feedback, which give learners a sense of accomplishment and advancement. They

frequently include elements of competition between individuals or teams, which can contribute to a more engaging and dynamic learning environment.

Games can be a potent instrument for promoting active learning and boosting learner engagement and motivation. In addition, they can be an enjoyable and entertaining way to reinforce key concepts and skills, allowing students to retain information and apply it in the real world.

Klippel asserts that the fundamental tenet of guessing games is exceedingly straightforward: one player knows something that the other wants to discover. Also, according to Merriem Webster, guessing games are a type of game in which players compete individually or as a team to identify an obliquely indicated object (as in riddles or charades).

According to the definition given above, it can be concluded that guessing games are games in which players compete either individually or as a team to identify or discover a secret. The teacher themselves can change up this game. The other players must make educated guesses about who, what, and where the player might have the knowledge. The thing to guess may take the form of a single word, a phrase, a sentence, or multiple sentences.

A simple game that can be used in the classroom is the guessing game. Several groups in the class participate in this game. Allen claimed that guessing games may be used in intermediate school classes.

Learning by guessing is a class of machine learning problems in which an agent must make a series of guesses to infer an unknown objective value based on feedback received after each guess. The target value could be a concealed state of an environment, an instance's classification designation, or a continuous value to be estimated.(Bimantara, 2012)

The guessing game learning problem is formulated as a sequential decision-making procedure in which the agent seeks to minimize the number of correct guesses required to identify the objective value. The agent monitors the feedback signal at each time step, which may be binary (correct/incorrect),

categorical (e.g., hot/cold), or numerical (e.g., distance). The agent must determine which guess to make next based on the feedback received and the information gathered thus far.

The binary search problem is one of the most prevalent forms of guessing game learning problems, in which the agent must guess a number between a known lower bound and upper bound. The feedback after each estimate indicates whether the target value is greater or less than the guess. By making smart guesses that partition the search space, the agent can efficiently converge to the correct answer with a logarithmic number of guesses, as opposed to a linear number of guesses with a naive strategy. (Kostelic, 2020)

Another type of guessing game learning problem is the number guessing game, where the agent must guess a number that is randomly generated by an adversary. After each guess, the adversary provides feedback in the form of "higher" or "lower" to guide the agent towards the correct answer. This problem is often used as a benchmark for evaluating the performance of reinforcement learning algorithms. There are several advantages and disadvantages from the implementation guessing game who am I as a learning media.

*Advantages:*

1. Engagement: Guessing games can be highly engaging and fun, making them a great way to keep learners interested and motivated.
2. Active learning: Guessing games require active participation from learners, which can help them to remember the material better.
3. Interactive: Guessing games can be played in groups or pairs, allowing learners to interact with one another and develop their communication skills.
4. Immediate feedback: Guessing games provide immediate feedback, which can help learners to correct any misconceptions they may have.



5. Versatile: Guessing games can be used in a variety of contexts, making them a versatile teaching tool.

*Disadvantages:*

1. Limited scope: Guessing games may not be suitable for all types of learning objectives or subject matter.
2. Uneven participation: In group settings, some learners may dominate the game while others may not get the chance to participate as much.
3. Time-consuming: Guessing games can be time-consuming, especially if there are a lot of learners participating.
4. Overemphasis on competition: Some guessing games may place too much emphasis on competition, which can create a negative learning environment for some learners.
5. Limited learning depth: While guessing games can help learners remember information, they may not facilitate deeper understanding or critical thinking.

Guessing game learning has important applications in various domains, such as game playing, search and optimization, and human-computer interaction. In game playing, guessing game learning can be used to learn strategies for games like mastermind or battleship, where players must guess the opponent's hidden configuration based on limited feedback. In search and optimization, guessing game learning can be used to find optimal solutions in a high-dimensional space by sequentially guessing the values of the decision variables. In human-computer interaction, guessing game learning can be used to personalize the user interface based on the user's preferences and behavior, by guessing the user's intention and adapting the interface accordingly.

To solve guessing game learning problems, various machine learning techniques can be used, such as reinforcement learning, bandit algorithms, and bayesian optimization. Reinforcement learning involves learning a policy that

maps observations to actions that maximize a reward signal, which could be based on the number of guesses or the time taken to solve the problem. Bandit algorithms involve balancing exploration and exploitation to learn a mapping from observations to guesses that maximize the expected feedback. Bayesian optimization involves modeling the target function as a probabilistic surrogate and updating the posterior distribution based on the feedback received after each guess.

Guessing game learning is a class of machine learning problems that involve making a sequence of guesses to infer an unknown target value based on limited feedback. This problem is relevant to many applications in game playing, search and optimization, and human-computer interaction, and can be solved using various machine learning techniques.(Ignatenko, 2020)

Guessing games can be used to educate or reinforce concepts, to provide variety to routine activities, or just to break the ice, according to Richard-Amato. Nonetheless, the most crucial role is to facilitate communication practice. 18 It has been suggested that guessing games can keep kids from getting bored while they are learning. Nonetheless, providing students with desire to practice their English is of utmost importance. Additionally, they state that playing guessing games can be a simple way to learn or reinforce a variety of ideas. For instance, the games "Guess what I am" and "Guess who I am" can be used to instruct students about different age groups of people, animals, or professions (baby, child, teenager, young adult, elderly person). We can infer from the aforementioned facts that a teacher can teach a variety of subjects, including professions, animals, transportation, and so forth, by introducing some notions of guessing games, such as "Guessing what I am" and "Guessing who I am".

Guessing game "Who Am I" is a party game or something you play after dinner is "Who Am I?". "Who Am I?" can be played with as little as two people, although it's best to have between six and eight. In general, the more participants you have, the more delightfully chaotic your session will be. The objective of the game is to foster positive social interaction. It's a productive approach to begin



classes or workdays. If you have a choice of persons, choose folks you think will be able to make the session exciting and pleasurable for the other players.

According to Walidi, Guessing game "Who am I" has five steps, those are:

- 1) Make several groups, such as group A, group B, group C, etc., are formed, the membership must be balanced and equitable.
- 2) One participant from each group, for instance group A, received a card.
- 3) After studying the card for three seconds, the player attempts to describe the enigmatic object or animal in front of his group for 90 seconds.
- 4) The other participants attempt to identify the enigmatic object or animal by examining the traits provided by their acquaintances. This information is verbally communicated by the translator's interlocutor once the time allotted (90 seconds) has passed.
- 5) Go on to the next group with the same time and opportunity after the allotted time has passed. The cycle continues until each group has performed.

Soon Meekis (2013) provided a list of guidelines for playing the "Who am I" guessing game, as stated in M Fatkhur Rohman, including; Choose just one name. Before the game begins, withhold the player's name from them. Names can be taken from people you know, famous people, historical figures, cartoon characters, literary characters, animals, etc. Don't let him know the names; just write them on each back. Inform everyone of the game rules.

### **2.1.2 Theory of Speaking**

Speaking skills is the students' skills to verbally express their ideas, which is represented by speaking scores. skills is the capacity to accomplish something. skills refers to possessing the necessary skill, strength, or other qualities to accomplish a task. skills can be inferred to be a capacity for doing something. The term 'skills' in this text refers to the students' capacity to comprehend the classroom materials provided by the instructor. The capacity of students to learn

can be determined by the outcome of their education. After students master the material, there must inevitably be changes in their behavior and knowledge. (Dalimunthe et, al,2018)

Our prophet Muhammad SAW said that the strong Muslim is loved more by Allah SWT than the weak one.

لْمُؤْمِنِ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِي كُلِّ خَيْرٍ

*Meaning: "A strong Muslim is better and more lovable to Allah than weak believer and for each of it is the kindness" (H.R. Muslim)*

From the previous hadith, it may be inferred that ability is the mastery of a skill or potential expertise that is natural, the outcome of exercise or practice, or anything that is employed to perform something and is then resulted into an activity.

Chaney (1998) in Kayi (2006) state that speaking is the process of sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Every human kind ask to say the right thing, and mentioned in Q.S Al-Ahزاب:70 as Allah SWT said:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

*Meaning: "Hi the Faithful! Fear Allah and always say the right thing"*

Due to the rise in the number of English speakers, many individuals and students face increased difficulty when learning English. The following are some issues with English language learners' communication skills: Inhabitation. Due to their dread of making mistakes, anxiety, fear of criticism, and embarrassment, a significant number of students in the class are frequently reluctant to communicate their ideas verbally. Nothing to say. Students are typically unable to consider before speaking; they lack motivation due to their perception of English speaking errors. Moreover, the student cannot recall their speech. In this circumstance, students' motivation must be bolstered. Through either intrinsic or extrinsic motivation, the students will have the courage to state what they want.

Poor or inconsistent participation. We anticipated that students would have few opportunities to speak in large classes. This situation became problematic due to the predominance of certain students in the classroom. Use of the mother dialect. The use of a student's native language makes communication simpler and more intuitive. Therefore, this circumstance makes it challenging for them to speak English.(Daulay et al., 2021)

Communicating is an essential aspect of communication that can be developed over time. It allows individuals to communicate their thoughts, ideas, opinions, and feelings to others. Communicating is an integral part of daily life and is required in a variety of social and professional contexts. This essay will examine the significance of public speaking, the advantages of effective public speaking, and how to enhance one's speaking abilities.

Effective communication is essential in many aspects of life, including education, business, politics, and social interactions. Teachers must communicate clearly and effectively in order to convey their messages to students. To convince customers to purchase their goods or services, business people must speak with confidence. To persuade electors to support their policies, politicians must be skilled communicators. In social contexts, such as public speaking, debates, and presentations, it is also essential to communicate effectively. (Mandasari et al., n.d.)

Effective communication has numerous advantages. It aids individuals in expressing themselves plainly and with confidence. Effective speakers are able to convey their ideas and opinions without hesitation or ambiguity, thereby influencing others positively. Second, effective communication facilitates relationship building. Individuals can connect with others and develop meaningful relationships when they can communicate effectively. Thirdly, effective communication can facilitate career advancement. Those who can speak persuasively and with assurance are frequently more successful in their careers than those who cannot.

There are numerous methods for enhancing one's communicating abilities. First, individuals can engage in regular speaking practice. To improve their skills, they can practice in front of a mirror, record themselves speaking, or join speaking groups. Secondly, individuals can observe and learn from effective speakers. They can view videos of effective presenters, attend speeches or presentations, and take notes on what makes them successful. Thirdly, individuals can read books or attend classes on public speaking to learn about the principles of effective speaking.(Ersan et al., 2022)

Speaking is an essential component of communication, and it is a skill that can be acquired with practice. Effective communication is essential in many aspects of life, including education, business, politics, and social interactions. It has numerous advantages, such as the skills to express oneself clearly and with confidence, develop relationships, and advance one's career. It is possible to improve one's speaking abilities through consistent practice, observation, and study of the principles of effective communication. Therefore, individuals should work to improve their speaking abilities in order to enhance their communication and quality of life as a whole.

Beside that, speaking also explain in the Al-Qur'an in Q.S Ar-Rahman, verse 1-4:

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ. خَلَقَ الْإِنْسَانَ. عَلَّمَهُ الْبَيَانَ.

*“The Most Compassionate; taught the Quran; created humanity; and` taught them speech.” (QS. Ar-Rahman: 1-4). (Dr. Mustafa Khattab, Quran.com)*

It is explained by the verse above that Allah SWT created people and taught them how to communicate clearly. This implies that all of our talents are gifts from Allah SWT, the All-Powerful Creator, and that we humans are limited to developing the potential that Allah SWT has bestowed.

### 2.1.2.1 The Element of Speaking

Speaking involves more than just being able to use the language. According to Harmer, being able to communicate fluently requires both the capacity to comprehend information and language "on the spot" as well as awareness of linguistic aspects.

The linguistic characteristics use four elements in total. The following are some components required for spoken production:

1. **Connected speech:** English speakers who are effective must be able to create more than just the individual phonemes (as in saying/would have gone). Connected speech is the first part. A speaker should be able to create more than only the particular English phonemes. Sound changes (assimilation), omissions (elision), additions (linking r), and weakenings (weakening) occur in connected speech (through constructions and stress patterning).
2. **Expressive devices:** English native speakers alter the pitch and stress of specific words, adjust the loudness and speed, and use other non-verbal (paralinguistic) cues to convey their feelings (especially in face-to-face interaction). A speaker should be able to perform tasks just like native English speakers. To convey their feelings, native English speakers alter the volume, pace, pitch, and stress of certain utterances as well as other paralinguistic aspects. The ability to communicate meanings is aided by the usage of these technologies. They enable more emotional expression and intensity.
3. **Lexis and Grammar:** Some typical lexical phrases are frequently used in spontaneous speech, particularly when carrying out specific linguistic activities. Several frequent lexical phrases can be used by the speaker to produce spontaneous speech, particularly while carrying out specific linguistic operations. So, the teacher should provide a variety of

expressions for various purposes, such as expressing agreement or disagreement, surprise, shock, or acceptance.

4. Negotiation language: When asking for clarification or demonstrating the organization of what we are saying, effective speaking benefits from the use of negotiator language. Peaking calls for the speaker to be able to illustrate the speaker's message's structure and negotiate the meaning utilized to request clarification.

### **2.1.2.2 The Speaking Achievement**

Oxford state that achievement is a thing that somebody has done successfully, especially using their own effort and skill. While, Algarabel and Dasi explain that achievement is viewed basically as the competence a person have in an area of content.

From the opinions of experts above, it can be concluded that achievement is the students' success in learning something which is measured from their competence. There are several aspects that indicate students' speaking achievement. According to FSI in Fulcher they are accent, grammar, vocabulary, fluency and comprehension are the indicators. For further explanation are the indicators. For further explanation can be seen as follow:

- a. Fluency and Coherency

This refers to how good the students are at keeping the talk at the right speed and how good they are at connecting their ideas together. This is fairly a general criteria which includes evaluating the relevance of the candidate's answers. It also refers to the speakers need to be able to understand and follow the rules of language.

- b. Lexical Resource

This refers to how much vocabulary the students have and how well they use it. As well as the rules of language at a word level, this criteria



considers the communicating function of speech and social meaning of speech.

c. Grammatical Range and Accuracy

This refers to how many grammar the students have and how well they use them. As well as the rules of language at a word level, this criteria considers the communicative functions of speech.

d. Accent and Pronunciation

This refers to how well the students pronounce the language. The speakers need to be able to produce phonological language.(Moshinsky, 1959)

### 2.1.2.3 The Aim of Speaking

There have been numerous attempts to categorize the roles that speaking plays in interpersonal communication. In Richard J. C., Brown and Yule drew a crucial difference between the transactional functions of speaking, which are concerned with the exchange of information, and the interactional functions of speaking, which are used to create and maintain social relationships. 35 The following is a supplementary explanation that may be viewed from Brown and Yule's framework:

1. Talk as interaction relates to what we typically imply by the term "conversation" and denotes interaction that has a social purpose as its primary objective.
2. Talk as transaction, describes circumstances in which the emphasis is on what is said or done. The message and effectively communicating oneself are the main points of attention, not the participants or their interpersonal interactions. As an illustration, consider group discussions in the classroom, making a call, getting directions, ordering lunch, etc.
3. Talk as performance refers to public talk, which is conversation that disseminates information in front of an audience, such as speeches, announcements, and classroom presentations.

#### 2.1.2.4 Classroom Speaking Activities

An enjoyable environment and a relaxed speaking teaching and learning process are both benefits of an engaging classroom teaching activity. Harmer suggests the following tasks as additional classroom speaking exercises. The English teachers utilize them the most frequently.

##### 1. Discussion

One of the best exercises for teaching speaking is discussion. Bukart offers some advice on how the teacher might win over the class debate. Students are being prepared, given options, having a goal or outcome established, having discussions in small groups rather than the entire class, setting a time limit on the discussions, allowing students to participate however they see fit, doing topical follow-up, and receiving feedback on any grammar or pronunciation issues.

##### 2. Interactive Games

The most efficient and engaging method of teaching language to students is through games. A role-playing activity is a game. Hence, when selecting the game, teachers should be cautious. Students must select a game that will help them practice speaking. It ought to be based on a knowledge gap. "Information gap is a valuable activity where one person has information that the other lacks," claims Bailey. To communicate that knowledge, they must do so in the target language. This means that during an information gap exercise, one student must be able to share information with another that the other student does not already know. One of the most essential ideas in the field of teaching communicative languages is the idea of an information gap.

##### 3. Acting From a Screenplay

The teacher should take into account two different types of acting scripts: play scripts and dialogue acting. It is crucial that the kids approach the playing scripts as though they were genuine acting. The teacher's job in

this practice is to take on the role of a theatre director, calling attention to the proper use of stress, intonation, and speed. Students can improve their speaking skills by practicing dialogues before a performance and acting them out. In other words, the experience of the rehearsal process benefits the students significantly more.

#### 4. Prepared-talks

In the prepared-talk exercise, students present on a subject of their choosing. Because they are prepared, these speeches are not intended for casual, spontaneous dialogue. Students should talk from notes rather than a script, nevertheless, if at all possible. Prepared-talk is a defined and valuable speaking genre, and if properly organized, may be enjoyable for both presenters and audiences.

#### 5. Questionnaires

Questionnaires are an additional activity. They make sure that both the asker and the respondent have something to say to one another, which makes it valuable. In order for the professors to serve as a resource and assist the students in the design process, students can create questions on any subjects that are appropriate for them. The results of questionnaires can then serve as the foundation for oral presentations, written work, and group discussions.

#### 6. Role-playing and simulation

According to Riddell, this activity is used the most frequently in the speaking class because it can be tailored to any level. A process-oriented group practice called role-playing involves students acting out or simulating a real-life scenario. It is especially useful for practicing the societal differences in speech acts, such as praising, criticizing, and similar ones. Students gain a lot from role-playing since it allows them to experience a real-life situation as if they were actually there. students can communicate their thoughts and feelings by acting out simulations as them

or by assuming the part of an entirely other character.(Hämäläinen et al., 2018)

## 2.2 Related Studies

The researcher has already studied a number of papers that have been related to this study in order to support it. The following studies that have associated will explain:

- a. "The Effect of Guessing Game on Speaking Skills of Students in EFL Classrooms" by Aysegul Daloglu and Alper Koc. This study looked into how a guessing game affected students' speaking abilities in EFL (English as a Foreign Language) classes. With a control group, the researchers adopted a pre-test/post-test experimental approach. 60 students made up the participants, who were split into two groups: an experimental group that took part in the guessing game and a control group that got standard teaching. The outcomes demonstrated that, in comparison to conventional training, the guessing game considerably enhanced students' speaking abilities. (Daloglu et al., 2015)
- b. "Using Games to Enhance Students' Speaking Skills in ESL Classroom" by Shamaiah Salleh, Azhar Jaludin, and Hafizah Latif. This study investigated how games could be used in ESL (English as a Second Language) classrooms to improve students' speaking abilities. The researchers utilized a pre-test/post-test control group in a quasi-experimental approach. 96 secondary school students made up the study's participants, who were split into two groups: an experimental group that received traditional training and a control group that received game-based instruction. The findings revealed that, in comparison to the control group, students who got game-based education significantly improved their speaking abilities.(Hassan et al., 2021)
- c. "The Effect of Guessing Game on Vocabulary Acquisition and Retention for Iranian EFL Learners" by Mohammad Salmani Nodoushan and

Hasan Ansary. This study looked at how a guessing game affected Iranian EFL learners' vocabulary learning and retention. With a control group, the researchers adopted a pre-test/post-test experimental approach. Sixty Iranian EFL students made up the participants, who were split into two groups for the guessing game treatment and conventional instruction, respectively. The outcomes demonstrated that, in comparison to the control group, the experimental group's vocabulary acquisition and retention were dramatically enhanced by the guessing game. (Salmani et al., 2011)

- d. “The benefits of using games in language learning” by Irma Khoirot Daulay and Nurmahyuni Asrul. The purpose of this study is to ascertain the impact of employing a guessing game method to teach English on elementary school students' speaking abilities. The study was conducted at the Yogyakarta Islamic Elementary School using a one-group pretest-post test methodology. The outcomes demonstrated that after learning through guessing games, the students' speaking abilities increased. Pronunciation, vocabulary, and fluency are three areas of speaking that have considerably improved. On the other hand, grammar and comprehension only slightly improved. Even though the guessing game hasn't addressed all of its components, the conclusion is that it can help students' speaking abilities. (Daulay et al., 2019)
- e. “The Use of Digital Guessing Game to Improve Students’ Speaking Ability” by Ai Hayati. This study looked at how the Digital Guessing Games method affected Islamic Senior High School students' speaking abilities as well as how they felt about using it. In this study's quantitative research approach, pre- and post-tests were used to gather data on how the usage of DGG affected students' speaking abilities, and a questionnaire was given to gather information on how students felt about the use of DGG. (Hayati, 2020).

The researcher can better grasp the potential impacts of playing guessing games like "Who Am I" in language learning and create more precise hypotheses regarding its influence on students' speaking abilities by reading and evaluating these linked papers.

### **2.3 Conceptual Framework**

The conceptual framework for this study intends to investigate the impact of the "Who Am I?" guessing game on students' speaking abilities. The "Who Am I" guessing game, students' speaking abilities, and how the game affected those abilities are the three key parts of the framework.

The "Who Am I?" guessing game is the first element. In this game, players choose a person, character, or animal and then give hints to help other players identify them. The game offers a fun and interesting way for students to improve their speaking abilities while encouraging them to think creatively and explain their ideas clearly.

Speaking abilities are the second factor. These talents include pronunciation, grammar, vocabulary, fluency, and coherence, among others. This study focuses on how students might enhance their oral communication abilities, particularly in terms of fluency and coherence, by playing a guessing game.

The impact of the guessing game on students' speaking abilities is the final element. This involves analyzing how the game affects students' capacity for verbal expression, interaction with peers, and intelligent discussion. The idea is that through playing the game, students will gain confidence and fluency in their English.

In general, the conceptual framework offers an advantageous lens through which to examine the possible advantages of game-based language acquisition. By examining the relationships between the "Who Am I?" guessing game, students' speaking abilities, and how the game affects the growth of those abilities, we can learn important lessons about how to construct engaging, fun, and effective language teaching tactics.(Bimantara, 2012)

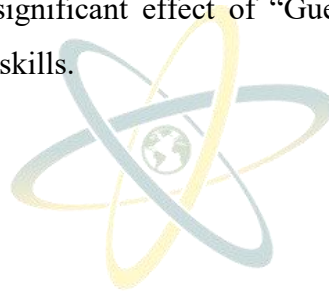


## 2.4 Hypothesis

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows:

$H_a$  : There is a significant effect of “Guessing game Who Am I” to develop student’s speaking skills.

$H_0$  : There is no any significant effect of “Guessing game Who Am I” to develop student’s speaking skills.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN